

## 2022-2023 Local School Plan for Improvement (LSPI)

**School:** Hull Middle School    **Principal:** Denise Showell

Accountability and flexibility are hallmarks of Gwinnett County Public Schools’ success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district’s [Blueprint for the Future](#): **Empathy, Equity, Effectiveness, and Excellence**. All schools across the district will focus on goals **2A – Multi-tiered Systems of Support** and **2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

<b>Strategic Priorities &amp; Goals Focus Work (Circle at least one goal per strategic priority)</b>	<b>Rationale</b>	<b>Action Steps (Implementation design)</b>	<b>How will you measure growth? Growth Factors (KPI)</b>
<p><b>Empathy</b>  <b>1.B: Staff and student wellbeing</b>                      Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</p>	<p>For each and every child and staff to reach his or her highest potential, their physical, safety, and belonging needs must be met; according to Maslow’s Hierarchy of Needs, when student and staff’s basic needs are met the following occur:</p> <ul style="list-style-type: none"> <li>• Increase in achievement</li> <li>• Decrease in Absenteeism</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue implementation of PBIS with rewards, prizes, and teaching appropriate behaviors and expectations.</li> <li>2. Implementation of SEL Program Character Strong to teach coping skills.</li> <li>3. Wellness room for teachers to relax, decompress, and refocus.</li> <li>4. Time out moments for teachers and students to take deep breaths and recenter.</li> <li>5. Implement and/or continue initiatives to recognize student success such as Honor Roll</li> </ol>	<p>Increase percent positive responses on EES Student Survey Data in categories related to feeling connected to school and feelings of safety at school.</p> <ul style="list-style-type: none"> <li>• I feel safe at this school from 63% (2022) to 66% (2023)</li> <li>• I enjoy coming to this school from 49% (2022) to 52% (2023)</li> <li>• There’s at least one adult in this school I can talk to if I have a problem from 69% (2022) to 72% (2023)</li> </ul> <p>Increase percent positive responses on EES Staff Survey Data in categories related to concern, training, and problem solving.</p> <ul style="list-style-type: none"> <li>• My principal/administrator cares about me as a person from 96% (2022) to 97% (2023)</li> </ul>

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	<ul style="list-style-type: none"> <li>● High levels of teacher retention</li> <li>● Clear minds for teaching and learning</li> </ul>	<p>Display Wall and Student of the Week Recognitions.</p> <ol style="list-style-type: none"> <li>6. Continue Daily Check-in/Check-out process for students in Tier 3 for Behavior.</li> <li>7. Help students feel a connection with at least one adult in the building.</li> </ol>	<ul style="list-style-type: none"> <li>● Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) from 91% (2022) to 93% (2023)</li> <li>● I receive training on instruction to support social emotional learning from 84% (2022) to 86% (2023)</li> </ul>
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>
<ol style="list-style-type: none"> <li>1. <i>Sixth and Seventh Grade level stores on Fridays. 6th Grade - positive behavior recognition in the cafeteria. School wide PBIS store and drawings every other week.</i> <ul style="list-style-type: none"> <li>● <i>Next Steps - continue to improve the incentives and rewards for students.</i></li> </ul> </li> <li>2. <i>The SEL Program Character Strong is being implemented every Friday during our Pride time as well as in the weekly newsletter. A family dare from the Character Strong Program is placed in the newsletter each week.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - continue to implement the Character Strong program with fidelity, including family dares in the weekly newsletters.</i></li> </ul> </li> <li>3. <i>Furniture and materials have been purchased for the wellness room.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - get the room set up once materials arrive and encourage use by faculty and staff.</i></li> </ul> </li> <li>4. <i>Time out moments for students are being presented on the announcements each morning. Time out moments for teachers are implemented at the beginning of each meeting.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - continue to implement time out moments for students and staff.</i></li> </ul> </li> <li>5. <i>Honor Roll Wall is located in the main hallway, listing Honor Roll and All A students. Lion of the Week is recognized on the morning announcements.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - Encourage teachers to nominate students for Lion of the Week.</i></li> </ul> </li> </ol>			<p><i>EES Survey Data - 2023 survey administration will be added once available. Workbook currently contains only 2022 data.</i></p>
<b>Equity</b>	Hull MS believes each and every student must	<ol style="list-style-type: none"> <li>1. Create a school-wide schedule that incorporates CQI/AKS</li> </ol>	Decrease the percentage of students performing in the beginning level on Milestones

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<p><b>Goal 2.A: Multi-tiered system of supports</b> Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</p>	<p>be provided with appropriate interventions for growth with an emphasis on the whole child (academic &amp; nonacademic). This will entail streamlining interventions (remediation &amp; enrichment) to eliminate learning gaps.</p>	<p>time, REP, and Extension Opportunities.</p> <ol style="list-style-type: none"> <li>2. Implement universal screeners to identify the needs of each &amp; every student.</li> <li>3. Continue to implement Character Strong: A research-based curriculum focusing on social and emotional learning competencies and character development.</li> <li>4. Provide training to teachers on the MTSS framework and interventions.</li> <li>5. Develop checkpoints to ensure appropriate interventions are in place.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">GMAS</th> <th style="text-align: center;">BASELINE 2022</th> <th style="text-align: center;">TARGET 2023</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6<sup>th</sup> ELA</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">6<sup>th</sup> MA</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">7<sup>th</sup> ELA</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">7<sup>th</sup> MA</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">8%</td> </tr> <tr> <td style="text-align: center;">8<sup>th</sup> ELA</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td style="text-align: center;">8<sup>th</sup> MA</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">8<sup>th</sup> SC</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td style="text-align: center;">8<sup>th</sup> SS</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">8%</td> </tr> </tbody> </table> <p>Decrease the percentage of students reading below grade level on Milestones</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">GMAS</th> <th style="text-align: center;">BASELINE 2022</th> <th style="text-align: center;">TARGET 2023</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6<sup>TH</sup> Rdg</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td style="text-align: center;">7<sup>TH</sup> Rdg</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td style="text-align: center;">8<sup>TH</sup> Rdg</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">9%</td> </tr> </tbody> </table> <p>Decrease the number of students identified for Tier 2 or 3 intervention on the iReady Universal Screener</p>	GMAS	BASELINE 2022	TARGET 2023	6 <sup>th</sup> ELA	14%	12%	6 <sup>th</sup> MA	14%	12%	7 <sup>th</sup> ELA	14%	12%	7 <sup>th</sup> MA	10%	8%	8 <sup>th</sup> ELA	9%	7%	8 <sup>th</sup> MA	14%	12%	8 <sup>th</sup> SC	18%	16%	8 <sup>th</sup> SS	10%	8%	GMAS	BASELINE 2022	TARGET 2023	6 <sup>TH</sup> Rdg	25%	23%	7 <sup>TH</sup> Rdg	15%	13%	8 <sup>TH</sup> Rdg	11%	9%
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<ol style="list-style-type: none"> <li>1. <i>School wide schedule has been created for CQI/AKS time, REP, and Extension Opportunities using iReady mid-year scores.</i> <ul style="list-style-type: none"> <li>● <i>PRIDE is a school-wide remediation/enrichment program that students attend Mon-Thurs each week.</i></li> <li>● <i>Next steps - Review the overall process and make adjustments to improve for next school year based on students' diagnostic and previous data.</i></li> </ul> </li> <li>2. <i>Fall &amp; Mid-year iReady Diagnostic has been used to identify the needs of each and every student.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - administer iReady to new students to ensure we meet their needs as they enter HMS and complete the last iReady diagnostic in the spring.</i></li> </ul> </li> <li>3. <i>Character Strong is implemented every Friday during CQI/AKS time. A family Character Strong dare is placed in the newsletter each week.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - continue to make the Friday character strong lesson a priority and continue to include the family dares in the newsletter. The PBIS committee has also incorporated intermittent PAWs break advisements based on PBIS current behavior data.</i></li> </ul> </li> <li>4. <i>Training has been provided to staff during pre-planning, Professional Learning Communities and Digital Learning Days. Ongoing training is being provided to necessary staff members throughout the year.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - ensure there is a strong foundation in place and continue to train new and current staff with the district's ongoing MTSS framework.</i></li> </ul> </li> <li>5. <i>Monthly checkpoints have been developed to ensure appropriate interventions are in place. Tier II Intervention meetings are held monthly to monitor student progress using a shared document for accountability to ensure students are receiving the necessary interventions.</i> <ul style="list-style-type: none"> <li>● <i>Next steps - Continue to monitor student interventions and make adjustments based on intervention progress. Streamline the process for students who need intensive interventions.</i></li> </ul> </li> </ol>	<p>Decrease the percentage of students performing in the beginning level on Milestones</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">BASELINE 2022</th> <th style="width: 15%;">TARGET 2023</th> <th style="width: 15%;">Projected Proficiency based on Stretch Goal (beginning level)</th> <th style="width: 15%;">Edulastic S1 Final Exam Reteach*</th> </tr> </thead> <tbody> <tr> <td>6th ELA</td> <td>14%</td> <td>12%</td> <td>15%</td> <td>34%</td> </tr> <tr> <td>6th MA</td> <td>14%</td> <td>12%</td> <td>9%</td> <td>13%</td> </tr> <tr> <td>7th ELA</td> <td>14%</td> <td>12%</td> <td>11%</td> <td>19%</td> </tr> <tr> <td>7th MA</td> <td>10%</td> <td>8%</td> <td>8%</td> <td>33%</td> </tr> <tr> <td>8th ELA</td> <td>9%</td> <td>7%</td> <td>9%</td> <td>11%</td> </tr> <tr> <td>8th MA</td> <td>14%</td> <td>12%</td> <td>9%</td> <td>65% - 8th Alg 6% - Alg 1</td> </tr> <tr> <td>8th SC</td> <td>18%</td> <td>16%</td> <td></td> <td>21%</td> </tr> <tr> <td>8th SS</td> <td>10%</td> <td>8%</td> <td></td> <td>23%</td> </tr> </tbody> </table> <p>*Final exam percentages are based on the raw score and not converted. Reteach percentages are calculated based on scores between 0-49.</p> <p>Decrease the percentage of students reading below grade level on Milestones</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">GMAS</th> <th style="width: 15%;">BASELINE</th> <th style="width: 15%;">TARGET</th> <th style="width: 15%;">% Below</th> <th style="width: 15%;">Projected</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		BASELINE 2022	TARGET 2023	Projected Proficiency based on Stretch Goal (beginning level)	Edulastic S1 Final Exam Reteach*	6th ELA	14%	12%	15%	34%	6th MA	14%	12%	9%	13%	7th ELA	14%	12%	11%	19%	7th MA	10%	8%	8%	33%	8th ELA	9%	7%	9%	11%	8th MA	14%	12%	9%	65% - 8th Alg 6% - Alg 1	8th SC	18%	16%		21%	8th SS	10%	8%		23%	GMAS	BASELINE	TARGET	% Below	Projected					
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<p><b>Equity Goal 2.B: Opportunity and access</b> Expand student opportunities to engage in and have access to high quality, rigorous,</p>	<p>Each and every student should have access to high quality instruction and enrichment activities by eliminating barriers.</p>	<ol style="list-style-type: none"> <li>1. Provide additional training for teachers to secure:               <ol style="list-style-type: none"> <li>a. Gifted Endorsement</li> <li>b. ESOL Endorsement</li> </ol> </li> <li>2. Reevaluate selection process for STEM program and Foreign Language.</li> </ol>	<p>Increase percent positive responses on EES Staff Survey Data in categories related to participation in gifted and/or accelerated course offerings.</p> <ul style="list-style-type: none"> <li>• All students have access to rigorous courses and supports from 67% (2022) to 70% (2023)</li> </ul>																																											

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<p>and culturally relevant curriculum, advanced coursework (e.g. Advanced Placement and dual enrollment), and enrichment activities (e.g. the arts, gifted, STEM, career technical education).</p>		<ol style="list-style-type: none"> <li>3. Implement First Friday Choice Pride Sessions for clubs or special interest groups to meet once a month during school.</li> <li>4. Implement SGI consistently and pervasively.</li> </ol>	<ul style="list-style-type: none"> <li>• Student placement in advanced classes is not influenced by race, gender, or socioeconomic levels from 81% (2022) to 84% (2023)</li> </ul> <p>Increase the number of underrepresented student groups in gifted blended classes.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">Gifted/ Blended</th> <th style="text-align: center;">Baseline Number</th> <th style="text-align: center;">Targeted Number</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>Free/ Reduced Lunch</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table> <p>Decrease the number of student groups overrepresented in ISS.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Student Group</th> <th style="text-align: center;">Baseline Number</th> <th style="text-align: center;">Targeted Number</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">21%</td> </tr> <tr> <td>Free/ Reduced Lunch</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">13%</td> </tr> </tbody> </table>	Gifted/ Blended	Baseline Number	Targeted Number	Black	14%	17%	Hispanic	9%	12%	Students with Disabilities	2%	5%	Free/ Reduced Lunch	3%	6%	Student Group	Baseline Number	Targeted Number	Black	21%	19%	Hispanic	12%	10%	Students with Disabilities	23%	21%	Free/ Reduced Lunch	15%	13%
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			<p>Decrease the number of student groups overrepresented in OSS.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Student Group</th> <th style="text-align: center;">Baseline Number</th> <th style="text-align: center;">Targeted Number</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">3%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td>Free/ Reduced Lunch</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">3%</td> </tr> </tbody> </table>	Student Group	Baseline Number	Targeted Number	Black	5%	3%	Hispanic	0%	0%	Students with Disabilities	33%	31%	Free/ Reduced Lunch	5%	3%					
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<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>																				
<ol style="list-style-type: none"> <li>1. <i>Hull currently has 7 teachers in the Gifted Endorsement program (which equates to an average of half a grade level)</i> <ol style="list-style-type: none"> <li>a. <i>Next steps: Hull has confirmed 1 teacher slated to participate in the 23-24SY Gifted Endorsement Cohort and will strive to attain 3 teachers to participate in the 23-24SY English Learners Endorsement Cohort</i></li> </ol> </li> <li>2. <i>Foreign Language Selection Process - Students fill out an application indicating which language is their 1<sup>st</sup> and 2<sup>nd</sup> choice and write a short paragraph about why they want to take a foreign language. They need signatures from themselves and parents acknowledging their commitment to the 2 year program. A list of the applicants is sent to the 6<sup>th</sup> grade teachers and ask for their recommendations.</i> <ul style="list-style-type: none"> <li>• <i>Next Steps - look at the recommendations and determine placement for the 23-24 School Year Foreign Language classes.</i></li> <li>• <i>Stem Program - Students view a STEM presentation. All students interested can apply. Applications are filled out after spring break through the website or Friday folders. Students for the cohort are</i></li> </ul> </li> </ol>			<p>Increase the number of underrepresented student groups in gifted blended classes.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Gifted/ Blended</th> <th style="text-align: center;">Baseline Number</th> <th style="text-align: center;">Targeted Number</th> <th style="text-align: center;">90 Day</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">2%</td> </tr> <tr> <td>Free/ Reduced Lunch</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>	Gifted/ Blended	Baseline Number	Targeted Number	90 Day	Black	14%	17%	15%	Hispanic	9%	12%	8%	Students with Disabilities	2%	5%	2%	Free/ Reduced Lunch	3%	6%	20%
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*selected. Parents acknowledge commitment for the entire school year. Students will progress through the program for all grade levels in middle school. Selected students are notified at the end of the school year via parent email/Friday folders.*

- *Next Steps - Notify selected students of acceptance into the program and determine placement for the 23-24 school year.*
3. *Team decided to involve students in clubs to encourage a sense of belonging at school for students who do not have access to clubs due to a lack of before or after school transportation limitations.*
- *After identifying students in a school-wide survey, a limited number of clubs (Pokemon Jigsaw Puzzles, Crochet, Badminton, Theater, and Lion Heart Clubs) will begin on Friday, February 10, during AKS-CQI time and will involve the 166 interested students who are not involved in any extracurricular clubs at Hull.*
4. *Hull continues to strive for excellence in facilitating Small Group Instruction. Hull remains in progress to implement Small Group Instruction pervasively and consistently.*
- *Next Steps: Teachers will continue to be provided with resources and guidance on the implementation of Small Group Instruction.*

Decrease the number of student groups overrepresented in ISS.

Student Group	Baseline Number	Targeted Number	90 Day
Black	21%	19%	20%
Hispanic	12%	10%	10%
Students with Disabilities	23%	21%	27%
Free/ Reduced Lunch	15%	13%	20%

Decrease the number of student groups overrepresented in OSS.

Student Group	Baseline Number	Targeted Number	90 Day
Black	5%	3%	7%
Hispanic	0%	0%	3%
Students with Disabilities	33%	31%	15%
Free/ Reduced Lunch	5%	3%	6%



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<p><b>Effectiveness Goal 3.B: Talent Management</b> Transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.</p>	<p>Hull MS believes that its best resource is its human resource.</p> <p>Developing, recruiting, and retaining diverse, high-quality teachers &amp; staff is a priority.</p>	<ol style="list-style-type: none"> <li>1. Provide teacher leadership opportunities and training.</li> <li>2. Extend a new teacher mentoring program to include coaching by veteran teachers.</li> <li>3. Create shared leadership with administration and teachers.</li> <li>4. Provide professional development to refine instructional practices and create environmental spaces where students feel they belong.</li> </ol>	<p>Increase percent positive responses on EES Staff Survey Data.</p> <ul style="list-style-type: none"> <li>• My professional learning community work results in improved student learning from 91% (2022) to 94% (2023)</li> <li>• Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction from 79% (2022) to 82% (2023)</li> <li>• Peer Observation/coaching and feedback is a tool we use to improve instruction from 66% (2022) to 69% (2023)</li> </ul>
<p><b>LSPI 90-Day Update</b></p>		<p><b>Data Update on Available Measures</b></p>	
<ol style="list-style-type: none"> <li>1. <i>Teacher leadership opportunities are continuously offered for staff members. Teachers are leading professional learning such as the Belonging Through a Culture of Dignity PD and MTSS monthly team meetings.</i> <ul style="list-style-type: none"> <li>• <i>Next steps- Teacher leaders will model small group instruction best practices for colleagues.</i></li> </ul> </li> <li>2. <i>New Teacher Mentor Program - New Teacher Classroom Management</i> <ul style="list-style-type: none"> <li>• <i>Train new teachers on school policy and procedures, parent conferences, struggling students, classroom management. Each new teacher is paired with an experienced mentor teacher to assist new teachers in building an effective and efficient classroom environment.</i></li> <li>• <i>Provide aid/tools in PBIS implementation, classroom organization, behavior redirection (i.e. nonverbal cues, use of positive language, etc.), building/maintaining classroom procedures, and assistance of Hull's Non-negotiables- clear learning targets, small group instruction, mini lessons, gradual release model</i></li> <li>• <i>Open availability to sharing experience, guidance, feedback, advice, and encouragement</i></li> <li>• <i>Next Steps - Continue weekly in class observations with same day feedback and/or follow-up</i></li> </ul> </li> <li>3. <i>Teacher input was received regarding changes for the county formative assessments and on changes regarding advisement days.</i></li> </ol>		<p><i>EES Survey Data - 2023 survey administration will be added once available. Workbook currently contains only 2022 data.</i></p>	

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			<ul style="list-style-type: none"> <li>● <i>Next steps- Continue to seek teacher input on future school priorities.</i></li> </ul> <p>4. <i>Small group and mini lesson instruction remains a standing agenda item for grade level meetings. Belonging Through a Culture of Dignity PD happens twice a month.</i></p> <ul style="list-style-type: none"> <li>● <i>Next steps- Continue to monitor small group instruction and mini lessons, and provide feedback as needed.</i></li> </ul>																								
<p><b>Goal 4.A- Preferred education destination.</b> Be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.</p>	<p>Hull MS believes creating a positive learning environment with high-quality instruction for teachers, staff, and students builds a preferred education destination. A preferred education destination has high parent engagement and teacher retention.</p>	<ol style="list-style-type: none"> <li>1. Celebrate diversity             <ol style="list-style-type: none"> <li>a. International Night</li> <li>b. Speakers</li> <li>c. Student voice</li> <li>d. Clubs</li> <li>e. Monthly events</li> </ol> </li> <li>2. Staff and student self-care and appreciation.</li> <li>3. Family involvement             <ol style="list-style-type: none"> <li>a. Kickball</li> <li>b. Game Night</li> </ol> </li> <li>4. Family resources</li> <li>5. Drug/Social Media Awareness             <ol style="list-style-type: none"> <li>a. Classes</li> <li>b. Meetings in the community (apartments)</li> </ol> </li> </ol>	<p>Increase percent positive responses on EES Student Survey.</p> <ul style="list-style-type: none"> <li>● I feel proud of my school from 52% (2022) to 55% (2023)</li> <li>● If I want to talk with my teachers, they are available to me from 66% (2022) to 69% (2023)</li> <li>● Adults in this school help me plan and set goals for my future from 50% (2022) to 53% (2023)</li> </ul> <p>Hull Middle School will show an increase in Proficient Learner and Above Levels on Milestone Assessments</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">CONTENT</th> <th style="text-align: center;">BASELINE</th> <th style="text-align: center;">TARGET</th> </tr> </thead> <tbody> <tr> <td>6LA</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td>6MA</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">63%</td> </tr> <tr> <td>7LA</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td>7MA</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>8LA</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Alg I</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">74%</td> </tr> <tr> <td>HS Phys SC</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">62%</td> </tr> </tbody> </table>	CONTENT	BASELINE	TARGET	6LA	65%	67%	6MA	61%	63%	7LA	62%	64%	7MA	60%	62%	8LA	71%	73%	Alg I	72%	74%	HS Phys SC	60%	62%
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			8SS	68%	70%
<p>Hull Middle School will increase their family participation rate on the EES survey from 12% (2022) to 20% (2023)</p>					

LSPI 90-Day Update	Data Update on Available Measures																									
<ol style="list-style-type: none"> <li>1. <i>Celebrate Diversity:</i> <ol style="list-style-type: none"> <li>a. <i>International Night - February 24th</i></li> <li>b. <i>Speakers - PCOM presentation to 7th grade STEM students in January</i> <ol style="list-style-type: none"> <li>i. <i>Next Steps-7th Grade Social Studies presentation to students on Animal Adaptations</i></li> </ol> </li> <li>c. <i>Student voice-Students choose topics for their argumentative writing essay. The students completed a survey to give input on changes that they would like to see within the school.</i></li> <li>d. <i>Clubs-To increase student engagement, Ms. McClellan sent a survey out to find out what kind of Friday Clubs students wanted to have during Pride time. Next steps - Determine which students will attend which club and begin the Friday Clubs.</i></li> <li>e. <i>Monthly events HeadLion News Through HeadLion News, we spotlighted and promoted different cultures.</i> <ul style="list-style-type: none"> <li>● <i>Melissa Laramie-Native American Months</i></li> <li>● <i>Hispanic Month-Amanda Alvarez-Presentation</i></li> <li>● <i>Next Steps - continue to celebrate diversity by spotlighting different cultures throughout the remainder of the school year.</i></li> </ul> </li> </ol> </li> <li>2. <i>Staff have been shown appreciation in several different ways.</i> <ul style="list-style-type: none"> <li>● <i>Jeans for completion of EES survey.</i></li> <li>● <i>Chick-Fil-A biscuits delivered to their classroom.</i></li> <li>● <i>Blue Rooster cupcakes delivered on DLD.</i></li> </ul> </li> </ol>	<p>Hull Middle School will show an increase in Proficient Learner and Above Levels on Milestone Assessments</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">CONTENT</th> <th style="width: 15%;">BASELINE</th> <th style="width: 15%;">TARGET</th> <th style="width: 15%;">Projected Proficiency based on Stretch Goal (Level 3 &amp; 4)</th> <th style="width: 15%;">Edulastic S1 Final Exam Mastered*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>6LA</b></td> <td style="text-align: center;">65%</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;"><b>6MA</b></td> <td style="text-align: center;">61%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td style="text-align: center;"><b>7LA</b></td> <td style="text-align: center;">62%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td style="text-align: center;"><b>7MA</b></td> <td style="text-align: center;">60%</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">18%</td> </tr> </tbody> </table>	CONTENT	BASELINE	TARGET	Projected Proficiency based on Stretch Goal (Level 3 & 4)	Edulastic S1 Final Exam Mastered*	<b>6LA</b>	65%	67%	65%	12%	<b>6MA</b>	61%	63%	65%	57%	<b>7LA</b>	62%	64%	63%	25%	<b>7MA</b>	60%	62%	67%	18%
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- Lunch provided on Early Release days.
  - Gift of Time
  - 12 Days of Denim
  - Next Steps - continue to provide staff appreciation throughout the rest of the school year.
3. Family involvement
    - a. Kickball & Food Truck - September 15, 2022 & Spring Kickball Game
      - Next Steps - continue to plan events that will promote community involvement
  4. Family Resources
    - a. October - Social Media Trends Presentation by Colleen Ulrich (GCPS discipline office)
      - Next Steps - Plan a second Presentation by Ms. Ulrich for the spring
  5. Drug/Social Media Awareness
    - a. Navigate 360
    - b. Red Ribbon Week through Counseling Program
    - c. Meeting in the community
    - d. Due to recent community safety concerns, Hull's community program has been suspended.

<b>8LA</b>	71%	73%	74%	37%
<b>8MA</b>	72%	74%	65%	8th Alg. - 5% Alg. I - 55%
<b>HS Phys SC</b>	60%	62%		42%
<b>8SS</b>	68%	70%		32%

\*Final exam percentages are based on the raw score and not converted. Mastered percentages are calculated based on student scores between 80-100.